



EDC 202 – Foundations of Education

Course Syllabus – Spring 2013

Instructor: Mark Damico

Email: mark.damico@rocky.edu

Phone: 406.657.1153

Office Hours (Tyler 103):

Tuesday: 2:30 – 5:30 PM

Wednesday: 8:00 – Noon and 3:00 – 4:30 PM

Thurs. 8:00 – 10:00 AM

Catalog Course Description

This is an introductory course for students considering teaching as a career. It provides an overview of the purposes of education, the legal basis for schools, school organization and finance, the job of the teacher, general curriculum concepts, school-community relationships, partnering with parents, multicultural education, gender equity in the classroom, and other issues in education today. Students are assisted in clarifying their career goals related to teaching and in planning an educational program to meet those goals. Co-requisite: ENG119 or equivalent.

Texts

- Introduction to Teaching – 4th edition, Kauchak and Eggen
- The RMC Teacher Education Handbook. Go to: <http://www.rocky.edu/academics/academic-programs/undergraduate-majors/education/> and click on "education department handbook"

Required Materials

Text and journal / notebook

Additional materials may be required for specific projects.

Attendance

Attendance is essential because class experiences cannot be recreated independently. Missing more than one class will result in your final grade being reduced by 1/3 of a letter grade (i.e. B reduced to B-). If difficulties or special circumstances arise please contact me.

Academic Responsibilities and Accountability

This syllabus represents a learning contract. Your success in the course is dependent upon successful completion of course requirements, assignments, and tasks while maintaining high standards of academic integrity as described in the college catalog on pages 41 - 42. Please review and familiarize yourself with this material.

Evaluation and Assessment

Keep a detailed notebook throughout the semester. Your final grade will be determined through a final evaluation of your work as well as the progress and growth you have demonstrated.

Percentages listed below are provided as a guideline to help you to understand the scope and importance of the various elements of the course content.

1. Personal Learning Autobiography	15 points
2. Participation / class discussions / journal	25 points
3. Project One	15 points
4. Project Two	15 points
5. Teacher Interview	15 points
6. Final Project	15 points

Grading:	A	95 - 100	B	83 - 86	C	73 - 76	D	63 - 66
	A-	90 - 94	B-	80 - 82	C-	70 - 72	D-	60 - 62
	B+	87 - 89	C+	77 - 79	D+	67 - 69	F	Below 60

Applicable Montana PEPP Standards:

10.58.508

- (a) Demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- (b) Demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.
- (b) (vii) Demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences
- (c) Plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community.
- (c) (i) Demonstrate understanding of how students within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners.
- (c) (ii) Demonstrate understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies.
- (c) (iii) Apply knowledge and understanding of individual and group motivation and behavior among students to develop active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments.
- (c) (iv) Apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction

- (d) Demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.

Standards Based Course Goals and Learner Outcomes

Upon completion of this course you will:

- Have a broad-based understanding of education in the United States
- Have developed your own personal evolving philosophy of education
- Evaluate and analyze methods of teaching and learning
- Understand and evaluate education issues and policies in Montana
- Have begun to formulate your role in education today and in the future

Learner Outcomes

- Comprehend the educational issues addressed in the course text as evidenced by active participation in class discussions and reflections
- Create a personal teaching philosophy
- Gain field based knowledge by the completion of a teacher interview
- Communicate your ideas, insight, knowledge, and questions through the creation of various types of written work that successfully adhere to both the course requirements and the conventions of English grammar/usage
- Successfully complete a final project that synthesizes what you have learned

Course Outline and Assignments

The specific descriptions of assignments and tasks are listed below. Please be aware that these tasks may be modified. You will be notified of any change in scope, requirements, or schedule.

PLEASE NOTE: LATE PROJECTS ARE NOT ACCEPTED – Take special note of deadlines

1. Personal Learning Autobiography (15) (suggested length, 2 - 4 pages)

Part 1 – Your Experiences as a Young Learner

Write about your past learning experiences as an elementary and/or high school student. What topics, lessons, teachers, incidents, or experiences had positive or negative impacts on how you learned and how you perceive education? Explain fully by describing the experiences.

Part 2 – How will you teach?

Your past experiences as a learner may play a significant role in how you teach in the future. These experiences will likely help to shape the methods, tactics, and philosophies you will employ as a teacher. Briefly explain your current philosophy on the following:

- What makes a great teacher?
- What characteristics do you possess that make you a strong teacher candidate?
- What areas and skills related to teaching are you most uncertain about at this time?
- What do you hope your future students will say about you as a teacher?

2. Participation / Class Discussions / Journaling (25)

In every class, various questions will be posed related to the text and the profession. Answer these questions to the best of your ability in your journal. Add thoughts and insights at any time in class or out of class. Your journal should reflect:

- Answers to the weekly discussion questions
- Learning gained from each other by class discussions
- Learning gained by the free flow of ideas and in-class interaction
- Shared ideas, information, analysis and evaluation
- Thoughtful reflections

3. Project One (15)

Complete the following two-part project:

Part One - Preparing your Résumé and Cover Letter

The purpose of this activity is to establish a beginning point in your development as a teacher and to provide you with the opportunity to reflect on your growth as a young professional.

- Using Figure 2.2 as a model, prepare your résumé describing your education, experience, interests, and honors at this point in your life.
- Using figure 2.3 as a model, write a cover letter applying to an actual teaching job that you find on the Montana OPI website: <http://metnet.mt.gov/TPlacement/>

Part Two - Professional Organizations

The purpose of this activity is to acquaint you with professional organizations in education.

- From Table 2.4, select an organization that interests you
- Visit the organization's website and describe the mission and different services offered
- Determine the cost to join and describe the membership benefits.

4. Project Two (15)

Designing an Effective School

What Is an Effective School? Your past experiences have helped form opinions on this question, but now consider the wide range of factors and possibilities you have been learning about. For this assignment, put yourself in the position of an administrator who has total control over a new private or charter school that is opening. The school will serve an elementary, middle or high school population (choose one). Be creative and idealistic; don't worry about budget constraints. Using chapter 8 as a guide, create an innovative, successful, excellent school.

Describe your school and rationale in a proposal to investors. Include the following elements:

- School Mission
- School Size
- Class Size
- Leadership Structure
- Learning Environment
- Parental Involvement
- Academic Focus / curriculum
- Assessment

5. Teacher Interview

Visit <http://www.billingsschools.org/> and click on "Our Schools" at the top of the page.

Look at the tabs on the left, find a school, and click on that school's website link. Find a link for the faculty/staff and pick any teacher at any grade level. Contact them by phone, a letter, or email, asking to set up an appointment for a 10 – 20 minute interview. Sample text for your email or letter is illustrated below:

"Dear _____

I'm an education student at Rocky Mountain College and have been asked to conduct a short interview with a working classroom teacher. I'm (writing / calling) to ask if I may interview you for this assignment. The interview will take approximately 10 – 20 minutes. Please let me know when would be most convenient for you. My phone number and email are _____.

Sincerely,"

If you call and the teacher is busy, ask the administrative assistant what time is best to call. Contact them again if they haven't responded in a few days. If they still haven't responded, contact another teacher. Teachers are quite busy; don't take it personally if you don't get a quick response. Be persistent, but patient, understanding, and professional.

Interview Guidelines

- Be prompt, polite, and appreciative
- Dress professionally
- Check in at the school office when you arrive

Potential Interview questions

- What's the best part of teaching?
- What's the toughest part of teaching?
- What was the best or most memorable thing that ever happened to you as a teacher?
- Explain how your college education prepared you for your career?
- What else has prepared you for teaching?
- Ask follow-up questions and prepare a few questions of your own

ASSIGNMENT:

After the interview is complete, write a one-page reflection paper on what you learned about teaching and teachers.

6. Final Project

Throughout the semester you will explore and consider many topics in education. Based on your new knowledge and expanded perspectives, answer the following five questions:

1. Describe the physical classroom environment you will create
2. Describe the "feel" of the classroom environment you will create
3. Describe your philosophy of teaching as it applies to the following:
 - What are the elements of an effective lesson plan?
 - What are the elements of effective lesson delivery?
 - What are the elements of effective lesson assessment?
4. List the areas in which you feel most confident and the areas in which you are most uncertain about at this early stage in your teacher preparation training
5. How will your future students describe you as a teacher?

The objective is to illustrate your expanded philosophy and knowledge of Teaching, Learning, and Education in a coherent, meaningful, and creative way.

Part One – The Teaching Profession

Week One: Introduction to EDC 202

January 9, 2013

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1. Read Chapter 1, pages 1 – 20
 2. Print and review the Education Department Handbook:
<http://www.rocky.edu/academics/academic-programs/undergraduate-majors/education/pdf/EducationDepartmentHandbook2011.pdf>
 3. Begin writing your **Personal Learning Autobiography**

Week Two: Chapter 1

January 16, 2013

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1. Read pages 21 – 28
 2. Reflect on the chapter and write a narrative entitled: "I teach because..."

Autobiography due on Wednesday, 1/16/2013

Week Three: Chapter 2

January 23, 2013

Complete "This I believe" on page 35 and respond to the following:

- What role will the teacher education program play in your effectiveness as a teacher?
- What role will experience play in your effectiveness as a teacher?
- How will you best become a more confident and effective teacher?

Review Table 2.1 and answer the following:

- Briefly describe what you will do in addition to your college education to further prepare yourself for the teaching profession

Read Chapter 2 and answer the following:

- Briefly summarize survival skills you will employ in your first year of teaching.
- Briefly describe three goals you will set that will make you an effective teacher

Other Tasks: Review and begin **Project One**

Part Two – Students

Week Four: Chapter 3

January 30, 2013

Read Chapter 3 and respond to the following questions:

1. React to the following statement: "The number one problem in education today is not teachers, it's parents! Kids don't come to school ready to learn because their home lives are so chaotic and unfocused on education." Support your view. How will you identify, help and support students who:
 - Have drug or alcohol issues
 - Are struggling with sexual orientation
 - Are struggling with harassment or bullying
2. What will you do to become better prepared to help these students?
3. Share a bullying related incident that you witnessed or were involved with when you were

in school. Was it addressed? How would you address this incident now as a teacher?

Other Tasks

Finish **Project One**

Week Five: Chapter 4

February 6, 2013

Read Chapter 4 and respond to the following:

1. Review Table 4.1. Which type of program do you feel is most effective and why?
2. Should American schools support bilingual education or support only English?
3. Respond to the following statement: Single gender classrooms promote educational success for both boys and girls with few adverse effects.

Project One due on Wednesday, 2/6/2012

Week Six: Chapter 5

February 13, 2013

Read Chapter 5 and respond to the following:

1. Briefly define and give an example of each of the following:
 - Cognitive Development
 - Moral Development
 - Personal and Social Development
2. Is Grade Retention beneficial to students? Propose an alternative
3. Which of the following statements do you agree with and why?
 - Within class grouping is the way to go; high ability learners can flourish and lower ability learners gain confidence because they experience success within their peer group.
 - Heterogeneous grouping is the way to go; all learners benefit because every individual has something to offer to his or her classmates.
4. Define / explain the following:
 - No Child Left Behind
 - Inclusion
 - I.E.P.
 - Gifted and Talented,
 - Modifying instruction to meet the needs of all learners.

Part Three – Foundations

Week Seven: Chapter 7

February 20, 2013

Read Chapter 7 and respond to the following questions:

1. Which of the four philosophies of education: Perennialism, Essentialism, Progressivism, or Social Reconstructionism, make the most sense to you and why? If you believe in more than one philosophy explain your "hybrid" view.

2. Review and complete the green box on pages 215 and 216, and write your opinion on what is the purpose of education?
3. In your opinion, what should schools be teaching?

Week Eight: Chapter 8

February 27, 2013

Read Chapter 8 and respond to the following:

1. Define what you believe a school should be.
2. Respond to this quote: "In general, larger schools provide students with a better quality education, because they have better facilities and a wider variety of programs."
3. Schools are organized in a variety of different ways. Considering grades K – 8, which of the following configurations is most effective and why?
 - K–8
 - K–5 and 6–8
 - K-4 and 5-8
 - K–6 and 7-8
 - K–2, 3–5, and 6–8

Other Tasks

Complete Project Two. Review pages 273 – 278 to give you added perspective.

Week Nine: Spring Break

March 6, 2013

Take a break. This might be a good week to conduct your teacher interview.

Week Ten: Chapter 9

March 13, 2013

Read Chapter 9 and respond to the following:

1. What is your opinion on funding? Who should fund the schools and why?
2. What is your opinion on Charter Schools, KIPP Schools, Vouchers, and Homeschooling?

Project Two due Wednesday, 3/13/2012

Week Eleven: Chapter 10

March 20, 2012

Read Chapter 10 and respond to the following:

1. What are some reasons that religion is such a hotly debated topic in American education?
2. What areas of the curriculum are most likely to encounter problems with religious issues, and what are the advantages or disadvantages of including religion in our schools?
3. Tenure is a way of ensuring that teachers who fulfill their contractual obligations cannot be dismissed from their positions. There are teachers however, who fulfill their contracts, but are ineffective, unmotivated, and just doing enough to get by. The fact is many tenured teachers simply are no longer "good" teachers. What are your thoughts on tenure?
4. Some research has shown that schools that require student uniforms have fewer classroom management issues, improved academic performance, and more cohesive schools communities. Some students and parents would argue that requiring school uniforms restricts freedom of expression. What are your views on the issue of school uniforms?
5. Pick any other section of interest in Chapter 10 and express your views on the topic. For example, share your views on Student's Freedom of Speech (see the orange bullet point list on page 285).

Part Four – Teaching

Week Twelve: Chapter 11

March 27, 2013

Read Chapter 11 and respond to the following:

1. Define the following in your own words: Explicit Curriculum, Implicit Curriculum, Null Curriculum, and Extra curriculum
2. Visit the OPI MT Common Core website:
<http://opi.mt.gov/Curriculum/MontCAS/MCCS/index.php> and
Explore and become familiar with the MT Common Core. List questions you have.
3. What are your views on the Whole Language approach to reading versus Phonics?
4. What are your views on the goals of the NCTM regarding Math instruction?
5. What are your views on including sex education in the curriculum?
6. What is your role as a teacher to teach morals or values?

Teacher Interview reflection is due on Wednesday, 3/27/2013

Week Thirteen: Chapter 12

April 3, 2013

Read Chapter 12 and respond to the following:

1. Review the Goals of Classroom Management and comment on what you learned
2. Create a list of five classroom expectations, and a list of five classroom procedures
3. Review "Intervening Effectively" and describe the main points

Week Fourteen: Chapter 13

April 10, 2013

Read Chapter 13 and complete the following:

Imagine you are a fifth grade teacher preparing a lesson and the Topic is Elections in America.

1. Create a Learning Objective
2. Create one lesson activity that meets your objective
3. Describe how you would assess learning
4. Review the Instructional Strategies on pages 395 to 404. Which strategy would you employ to teach this lesson? Why?

Week Fifteen

April 17, 2013

Final Project due on Wednesday, 4/17/2015

Early submissions encouraged!